

## HANDOUT P OLDER & YOUNGER YOUTH QUIZ ANSWERS

### PART I: OLDER YOUTH

1. Adam is 20 years old. He entered your program last year without a job. While he was enrolled in your program, he earned his license as a CNA. He obtained a job in a long-term care facility. He was exited on January 5<sup>th</sup> shortly after he began working as a CNA. In early March he lost his job at the long-term care facility. It is currently July, and he is still unemployed. What are the implications for each of the performance measures?

**Answer: Adam is an older youth. Adam is unemployed from April-June, his first quarter after exit. Therefore this will result in a negative for the Older Youth Entered Employment measure. Because he is not employed in the first quarter after exit, he is excluded from the Employment Retention measure. He is also excluded from earnings change because he is not employed in the first quarter after exit. The CNA credential will not, unfortunately, count toward the Older Youth Credential measure because he was unemployed during the first quarter after exit (the Credential measure requires not only that all youth receive a credential, but that they be employed or in advanced training or post-secondary education in the first quarter after exit).**

2. Tanya was 19 when she entered your program. She was employed when she enrolled. You provided Tanya with GED training. After she receives her GED, in June, she decides to leave the program. She plans to take the summer off and travel before beginning classes for her Associate's Degree in October. If you exit Tanya immediately, in June, what are the implications for the Credential measure?

**Answer: Tanya is an older youth. She is excluded from the Entered Employment measure because she was employed at registration. If she is exited in June, her 1<sup>st</sup> quarter after exit is July-September. Since she is not planning to work or be in post-secondary education or advanced training during those months, she will receive a negative on the Credential measure despite her GED (only youth who are employed, in advanced training or in post-secondary school during the first quarter after exit, and have obtained a credential by the end of the third quarter after exit receive a positive outcome on the Older Youth Credential measure).**

3. Horace is a 19-year-old who registers in WIA. He was working full-time for a year before he registered for WIA, but was not working at registration. He completes his high school diploma during program participation and exits after enrolling in community college. He picks up a part time job to help pay the bills while he is in school. *How will Horace do on the Entered Employment measure? What about Earnings Change (what can you propose even without knowing how much money he was making at either job)?*

**Answer:** Horace will earn a positive on Entered Employment because although he will be enrolled in post-secondary education during the first quarter after exit, he will also hold a part time job. Horace will most likely get a negative for Earnings Change because he will be working part-time in the 2<sup>nd</sup> and 3<sup>rd</sup> Quarters after exit, whereas he was working full-time in the 2<sup>nd</sup> and 3<sup>rd</sup> Quarters before registration.

## PART II. YOUNGER YOUTH

1. Kendra enrolls in WIA youth services at age 16. She is a drop-out who doesn't want to go back to the high school, but will consider pursuing her GED at the learning center. She tests at a 7<sup>th</sup> grade level in reading and math. What types of skill goal(s) will you set for her? *If two goals are set at registration, and 12 months go by and she has attained one, and one is pending, what does this mean for performance outcomes?*

**Answer:** Because Kendra is basic skills deficient (tests at or below an eighth grade level), her first skill goal must be a basic skills goal. You may set two at a time, but if the twelve months have gone by and only one of the two goals has been attained, Kendra will receive a negative outcome for the pending goal.

2. Tamika exits from WIA at age 17, in March. She is enrolled in high school, and in June she graduates and gets her diploma. *What does this mean for the Diploma/Equivalent attainment measure?*

**Answer:** Because Tamika is enrolled in secondary education at exit, she is excluded from the diploma attainment measure. However, because she graduates in the first quarter after exit, she receives a positive outcome for this measure. Note: although at first she is excluded from the Retention measure because she is enrolled in secondary education at exit, because she gets positive credit for the diploma attainment measure, she is now accountable for the Retention measure in the third quarter after exit.

3. Javier exits WIA in September after he finishes his GED. He gets a job and works steadily until March 15, when he decides to enter a carpentry apprenticeship. However, after three weeks, on April 4, after a particularly hard day in which he smashed his thumb with a hammer, and his toe with a two-by-four, he walks off the site and declares he'll never go back. *What are the implications for the Retention measure?*

**Answer: Although he is only a carpentry apprentice for the first four days of the third quarter after exit, this still counts as a positive outcome on the Retention measure. Qualified apprenticeship is one of the qualifying outcomes for younger youth in the third quarter after exit, which, for Javier, starts on April 1. While follow-up services and general commitment to the success of the customer would have you help Javier find another positive activity after he drops his apprenticeship, his four days in the 3<sup>rd</sup> quarter after exit will earn him a positive on the retention measure.**